



A STUDY OF SUICIDAL IDEATION AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO SOME DEMOGRAPHIC VARIABLES

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ABSTRACT

The present study aims to find out the study of suicidal ideation among secondary school students concerning some demographic variables. In this research, the descriptive survey research design was used and a study was conducted on a sample of 310 students studying in secondary schools in Guntur district in the A.P. Suicidal Ideation Scale developed and standardized by Devendra Singh Sisodiya and Vibhuti Bhatnagar was used to collect data for the present research. There are 25 items on the scale, 21 of which are positive and 4 are negative. This scale is followed by five different responses for each item such as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. Scoring for positive items is 5, 4, 3, 2, and 1, and negative items scoring is in the reverse. A higher score indicates higher suicidal ideation. The test-retest reliability is 0.78 and the consistency value for the scale is 0.81. Results of the study revealed that Secondary school students differed significantly in their levels of suicidal ideation. Gender, class studying, locality of living, and medium of instruction of secondary school students make no significant difference in their suicidal ideation.

KEYWORDS: Stress, Academic Stress, and Secondary School Students.

INTRODUCTION:

The word "suicide" is derived from the Latin word "Suicidium" which means "to kill oneself". Sir Thomas Brown was the first to use the word suicide in his "Religio Medicine" in 1642. Suicide is an act of self-killing, self-destruction, or self-murder. The main factors leading to student suicides are academic stress, depression, helplessness, sexual harassment, exam failure, broken families, anger, financial problems, incompetent problem-solving skills, loneliness, isolation, and love breakdowns. Furr et al. (2001) found that conflicts with a boyfriend or girlfriend are a major cause of college student suicide. Associate Professor in Pediatrics Dr. Anuradha Bose said, "Suicide is the 3rd leading cause of death among Indian youth between the ages of 15-19. One out of every three suicide cases in India is committed by people due to academic pressure.

The definition of suicide is debatable in the sociologist's clear definition of suicide that the result of suicide is death. In the same way, a variety of behaviors are called suicidal or life-threatening - without any assumptions about intent or outcome (Lönngqvist, 1977). Stengel (1973) defined suicide as an act of self-harm undertaken with more or less self-harm.

Suicidal Ideation:

Suicidal thoughts, also known as suicidal thoughts, are about thinking, contemplating, or planning suicide. The range of suicidal thoughts varies from fleeting thoughts, to elaborate thoughts, to detailed planning. Suicidal ideation is usually associated with depression and other mental disorders; However, it seems to be associated with many other mental disorders, life events, and family events, all of which increase the risk of suicidal thoughts. Suicide has become one of the leading causes of death among adolescents worldwide. Suicidal behaviors increase rapidly in adolescence and settle in the early middle. The prevalence of suicide at this age was 19.8% for suicide thoughts and 3.1% for suicide attempts (Nock et al 2008). The incidence of suicide peaks in the middle of adolescence and is the third leading cause of death from suicide at that age, with a steadily increasing number of deaths during adolescence.

Suicidal ideation is the tendency of a person to have suicidal thoughts or attempt suicide. It can also indicate suicide, suicide crisis, suicidal ideation, para-suicide, and failed suicide attempts. Suicidal behaviors include suicide planning, suicide attempts, and complete suicide. Suicidal behavior, including suicidal ideation and suicide attempts, is a major concern, along with complete suicide, proving that trauma, poisoning, or suffocation can lead to a person's self-induced death. "Suicidal ideation can be defined as mild to severe, self-inflicted injury, or a continuum of thoughts about plan, behavior, and death as a result of one's suicide" (Reynolds, 1991, p. 290).

Causes of Suicidal Ideation:

Suicidal ideation is not always related to the underlying condition. This can be caused by: grief, sexual harassment, financial problems, repentance, rejection, relationship breakdown, unemployment, and material abuse.

Symptoms of Suicidal Ideation:

A person who develops suicide may exhibit these expressions:

1. Feels helpless and weak.
2. Feels intensely painful emotionally.
3. It seems that heretics are already seriously engaged in violence.
4. Discussing forgiveness, humiliation, guilt, or revenge.
5. Anxiety (high level) or being nervous.
6. Experiencing physical changes in diet, activities, routines, or sleep.
7. Establishing the availability of harmful items such as guns, knives, harmful drugs, or life-threatening substances.
8. Facing the uncertain future and making practical preparations.
9. Addiction to drugs or other substances can end life.
10. Panic attacks, attention deficits, and impaired concentration.
11. Contacts are down, avoid meeting people.
12. Wandering around the room, touching each other's heads, and taking off one's coat to put it back on.
13. Someone may feel unhappy about frequent and fun events. Can't even enjoy social / family gatherings or functions.
14. Regret and self-criticism.

Need for the present investigation:

Our society is becoming more and more physical. Stress is increasing day by day, especially among students during adolescence. Unrest and depression occur in almost all spheres of their life, leading to unbalanced personalities in society and thereby hindering its progress. Parents do not have time to guide children. This study is intended to find a study of suicidal ideation in high school students in Guntur district, Andhra Pradesh.

REVIEW OF RELATED LITERATURE:

Ranganathan et al. (2020)' study show that emotional intelligence, school problem, and family environment confirm suicidal ideation in a hypothetical direction. The discussion of the outcomes that follow around the similarities and contradictions in psychological and social issues and suicidal ideation is very high. The current study suggests that the tendency to commit suicide is lower if there is high emotional intelligence. The ability to see and monitor one's feelings reduces the odds of suicidal thoughts and attempts at risk. It has been observed that unfavourable family environment leads to suicidal thoughts in adolescent girls. Parental factors play a major role in the mental well-being of children. Francis (2019)' research indicated there is an important relationship between suicidal ideation and emotional capacity in college students. There is no statistically sig-

nificant relationship between college students' suicidal ideation and gender. Ravikumar and Gopalakrishna's (2018) investigation revealed that a significant difference was found between male and female professional students in suicidal ideation. Female students have more suicidal thoughts than male vocational students.

Statement of the Problem:

The topic of the present study is "A Study of Suicidal Ideation among Secondary School Students in relation to Some Demographic Variables".

Objectives of the Current Research:

- To study the levels of suicidal ideation among secondary school students.
- To study and compare the difference in the suicidal ideation of secondary school students based on the following variables.
 - Gender
 - Class studying
 - Locality of living
 - Medium of instruction

Null Hypotheses of the Current Research:

- Secondary school students don't differ in their levels of suicidal ideation.
- There is no significant difference in the suicidal ideation of secondary school students based on the following variables.
 - Gender
 - Class studying
 - Locality of living
 - Medium of instruction

Limitations:

- The geographical area of the investigation is limited to one district, i.e., Guntur in Andhra Pradesh.
- The sample size is limited to 310 students studying in secondary school schools.
- This study was restricted to 8th and 9th-grade students only.
- The levels of significance considered in this research are 0.05 and 0.01.
- The present investigation is confined to 5 secondary schools.
- The present study is confined to one educational division i.e., Bapatla out of 5.

Research Design:

In this research, the descriptive survey research design was used and a study was conducted on a sample of 310 students studying in secondary schools from the Guntur district in A.P. This sample was selected using a proportional stratified random sampling method to confirm population representation.

a) Tool used:

The suicidal Ideation Scale developed and standardized by Devendra Singh Sisodiya and Vibhuti Bhatnagar was used to collect data for the present research. There are 25 items on the scale, 21 of which are positive and 4 are negative. This scale is followed by five different responses for each item such as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. Scoring for positive items is 5, 4, 3, 2, and 1, and negative items scoring is in the reverse. A higher score indicates higher suicidal ideation. The test-retest reliability is 0.78 and the consistency value for the scale is 0.81.

b) Statistical Techniques Used:

Mean, Standard deviation, Percentage, and Critical Ratio were employed for the analysis of the data in the present study.

RESULTS AND DISCUSSION:

H₁: Secondary school students don't differ in their levels of suicidal ideation.

Table 1: Classification of the Total Sample on Suicidal Ideation

Range	Size (N)	Percentage (%)	Classification
Between 31 to 45 scores	113	36	Low
Between 46 to 105 scores	197	64	Average
Total	310	100.00	

From table 1, 36% of secondary school students have a low level of suicidal ideation. The remaining 64% of secondary school students obtained an average level of suicidal ideation. This interpretation is presented here based on the man-

ual of the suicidal ideation scale. Hence, secondary school students differed significantly in their levels of suicidal ideation.

H₂: The gender of secondary school students makes no significant difference in their suicidal ideation.

Table 2: Data and Result of Test of Significant Difference in the Mean Score of suicidal ideation in relation to Gender

Variable	N	Mean	SD	D	SED	C.R.	Remark
Male	149	50.56	12.91	1.15	1.44	0.80*	N.S.@ 0.05 level
Female	161	51.71	12.47				

From Table 2, the calculated value of the critical ratio (0.80) is less than the critical value of 1.96 at the level of 0.05. Therefore, the null hypothesis is accepted. Hence, it is found that the gender of secondary school students makes no significant difference in their suicidal ideation. The average difference (1.15) was favourable for female students. It can be stated that female students have average suicidal ideation than their female counterparts, but it is not statistically significant.

H₃: Class studying of secondary school students makes no significant difference in their suicidal ideation.

Table 3: Data and Result of Test of Significant Difference in the Mean Score of suicidal ideation in relation to Class Studying

Variable	N	Mean	SD	D	SED	C.R.	Remark
8 th Class	131	50.61	12.43	0.95	1.45	0.65*	N.S.@ 0.05 level
9 th Class	179	51.56	12.87				

From Table 3, the calculated value of the critical ratio (0.65) is less than the critical value of 1.96 at the level of 0.05. Therefore, the null hypothesis is accepted. Hence, it is found that class studying of secondary school students makes no significant difference in their suicidal ideation. The average difference (0.95) was favourable for 9th class students. It can be stated that 9th class students have average suicidal ideation than their counterparts, but it is not statistically significant.

H₄: Locality of living of secondary school students makes no significant difference in their suicidal ideation.

Table 4: Data and Result of Test of Significant Difference in the Mean Score of suicidal ideation in relation to Locality of living

Variable	N	Mean	SD	D	SED	C.R.	Remark
Rural	146	52.29	12.28	2.14	1.43	1.50*	N.S.@ 0.05 level
Urban	164	50.15	12.98				

From Table 4, the calculated value of the critical ratio (1.43) is less than the critical value of 1.96 at the level of 0.05. Therefore, the null hypothesis is accepted. Hence, it is found that the locality of living of secondary school students makes no significant difference in their suicidal ideation. The average difference (2.14) was favourable for rural students. It can be stated that rural students have average suicidal ideation than their counterparts, but it is not statistically significant.

H₅: The medium of instruction for secondary school students makes no significant difference in their suicidal ideation.

Table 5: Data and Result of Test of Significant Difference in the Mean Score of suicidal ideation in relation to Medium of Instruction

Variable	N	Mean	SD	D	SED	C.R.	Remark
English	153	50.52	12.69	1.26	1.44	0.88*	N.S.@ 0.05 level
Telugu	157	51.78	12.68				

*Not significant at 0.05 level

From Table 5, the calculated value of the critical ratio (0.88) is less than the critical value of 1.96 at the level of 0.05. Therefore, the null hypothesis is accepted. Hence, it is found that the medium of instruction for secondary school students makes no significant difference in their suicidal ideation. The average difference (1.26) was favourable for Telugu medium students. It can be stated that Telugu medium students have average suicidal ideation than their counterparts, but it is not statistically significant.

FINDINGS OF THE STUDY:

- Secondary school students differed significantly in their levels of suicidal ideation.
- The gender of secondary school students makes no significant difference in their suicidal ideation.

3. Class studying of secondary school students makes no significant difference in their suicidal ideation.
4. The locality of living of secondary school students makes no significant difference in their suicidal ideation.
5. The medium of instruction for secondary school students makes no significant difference in their suicidal ideation.

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<http://hdl.handle.net/10603/315399>

Educational Implication:

1. Secondary school students vary in their levels of suicidal ideation and therefore the study suggests personalized evaluation approaches to assess the factors that motivate them to make a serious decision and provide the psychological, social, and other support they need to rethink and take better and wiser decisions to face in life's challenges.
2. It was found that the gender, class study, area of residence, and medium of instruction of secondary school students did not differ significantly in their suicidal ideation. Suicidal thoughts of high school students should manage in the school environment scientifically and realistically. Any sign of stress should be identified immediately and the necessary assistance extended. Parents must be advised to keep their intentions realistic and meaningful. It requires assessing students' interests, attitudes, interests, and talents and helping students choose courses and educational programs tailored to their interests. Teachers need to be trained to maintain a learning environment as a learner center.

CONCLUSION:

The study aimed to find suicidal thoughts at different levels in high school students. Research has shown that the gender, class study, area of residence, and medium of instruction of secondary school students did not show a significant difference in their suicidal ideation. Adolescents with serious suicidal thoughts in groups received less satisfaction and support from their social networks. However, adolescents with low suicidal ideation received more satisfaction and support from their social support network compared to other groups. This can be attributed to their problems/conflicts among family members, demanding parents, broken family, rejection from peers, low socioeconomic status, lack of coping strategies, and working parents. Regularly testing school children for suicidal behaviour can help identify and prevent suicide risk. Family and peer interventions can be used to combat suicidal behaviour during adolescence.

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